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ABSTRACT

Since its founding in 1919, the Institute of International Education (IIE) has been committed to strengthening mutual understanding and to encouraging the free flow of knowledge and ideas across national boundaries. Through the international programs IIE develops and administers, it has pioneered in the education of men and women of outstanding leadership potential in the conviction that such investment will help secure a more peaceful, enlightened future. Educational services have informed both the public and the academic community about opportunities and policy issues in international education. Partnerships that IIE has built with corporations, foundations, colleges and universities, government agencies, and international organizations have worked to mobilize resources and ensure their wise and efficient application to education. To begin the next 75 years, IIE believes that new levels of international cooperation are imperative and that its work must include not only fostering mutual understanding but encouraging mutual action as well. Looking toward the future, four key areas of focus for IIE are: strengthening human resources to build democratic, pluralistic societies, and market economies; strengthening international competence of U.S. citizens; fostering mutual understanding; and building global problem-solving capabilities. (JDD)

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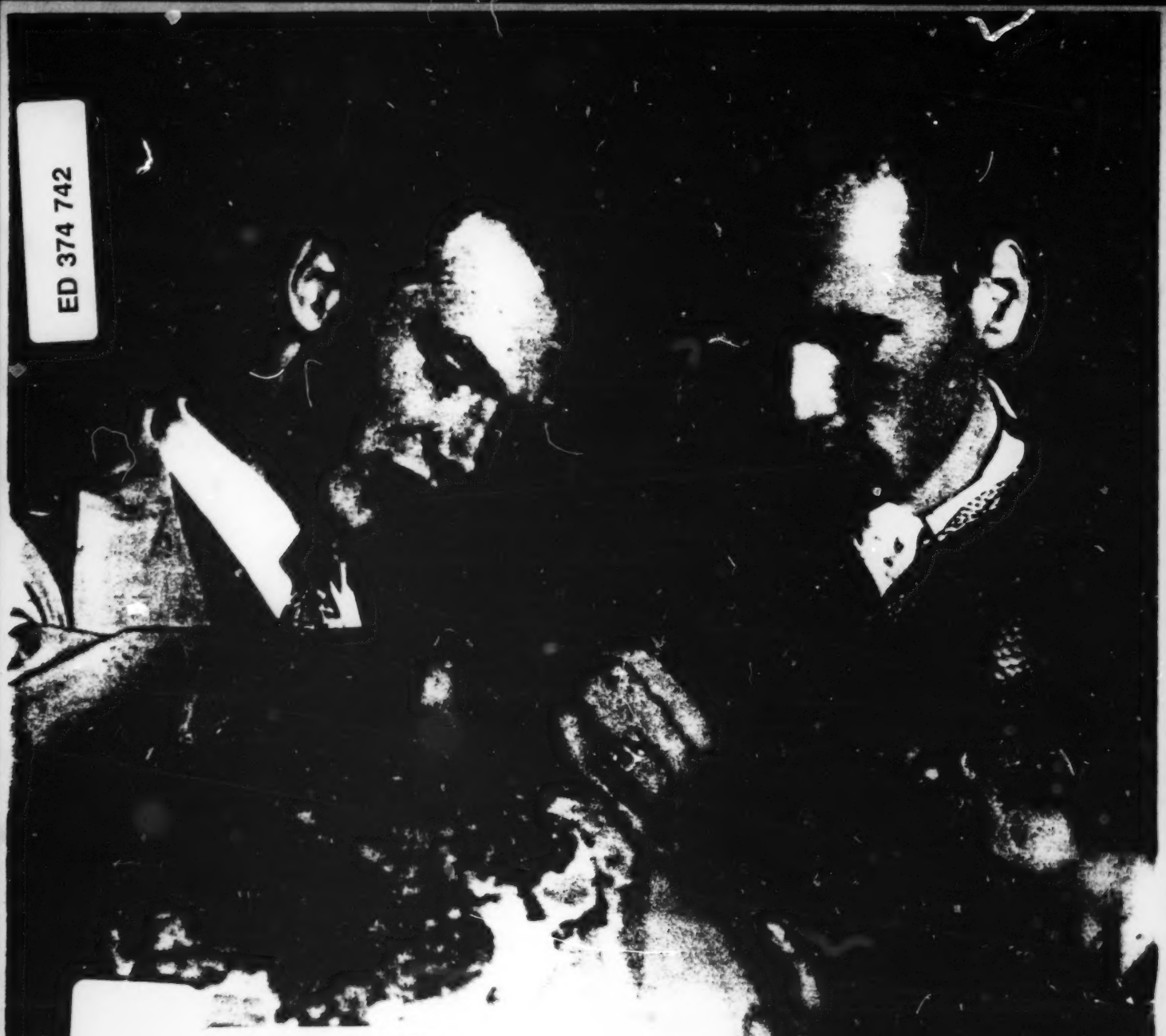

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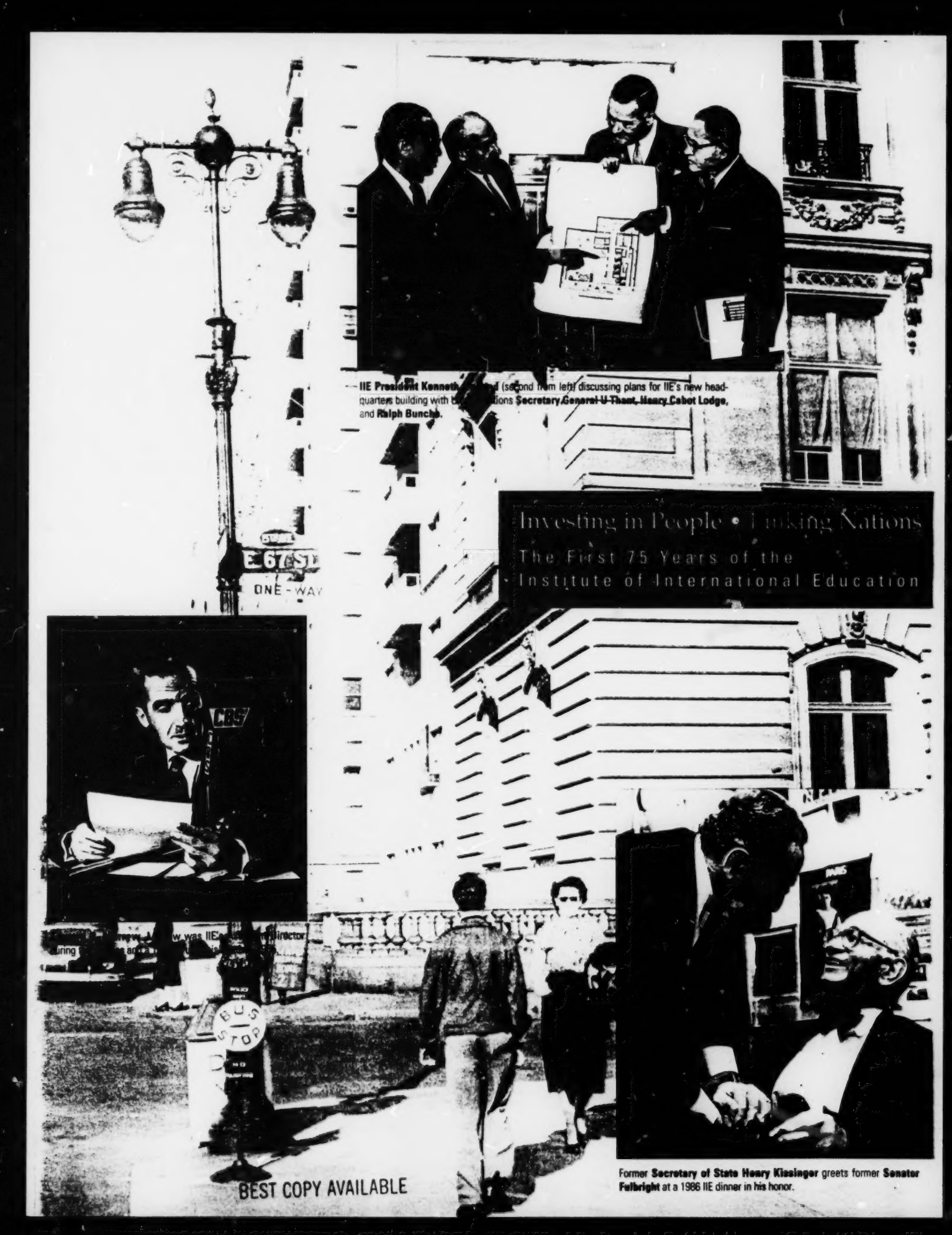
Facing page: the former Vanderbilt mansion at 1 East 67th Street was IIE's home for many years before the Institute moved to its current headquarters in 1964.



Investing in People • Linking Nations

The First 75 Years of the Institute of International Education

IIE President Kenneth [illegible] (second from left) discussing plans for IIE's new headquarters building with [illegible]ions **Secretary General U Thant, Henry Cabot Lodge,** and **Ralph Bunche.**

Former **Secretary of State Henry Kissinger** greets former **Senator Fulbright** at a 1986 IIE dinner in his honor.

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From Mutual Understanding to Mutual Action

The 75th anniversary of the Institute of International Education (IIE) provides a unique opportunity to reflect on past accomplishments and to look ahead to the challenges of the future. Since its founding in 1919, IIE has been committed to strengthening mutual understanding and to encouraging the free flow of knowledge and ideas across national boundaries. Through the international programs the Institute develops and administers, we have pioneered in the education and training of men and women of outstanding leadership potential in the conviction that investing in people of talent and enterprise will help secure a more peaceful, enlightened future. Through our educational services, we have informed both the public and the academic community about opportunities and policy issues in international education. And through the partnerships that IIE has built—with corporations, foundations, colleges and universities, government agencies, and international organizations—we have worked to mobilize resources and ensure their wise and efficient application to the educational task at hand.

As IIE celebrates its 75th anniversary, we reaffirm our fundamental mission. Promoting mutual understanding through international education remains a key goal. But as we stand poised to begin our next 75 years, IIE believes that new levels of international cooperation are imperative and that our work must include not only fostering mutual understanding but encouraging mutual action as well. Today, the distinction between domestic and international has become virtually obsolete. A host of shared concerns—poverty, hunger, human rights abuses, illegal drugs, AIDS, and environmental degradation—urgently call for international collaboration on a scale never before attempted. Through international education and training, IIE can help build the expertise and forge the international partnerships needed to tackle these problems that no nation can solve alone. Human resources will be key, cooperative international action essential.

The list running along the lower border of the following pages is a representative sample of the many men and women who are **IIE alumni(ae)** and who have made substantive contributions to public life.

• **Joseph Heller**, novelist/playwright (U.S. to United Kingdom) • **Johan Jørgen Holst**, foreign minister (Norway to U.S.) • **John Walsh, Jr.**, museum director (U.S. to Netherlands) •

IIE is also in a position to help meet other challenges on the global agenda. With the end of the Cold War, as concerned citizens we must work to nurture democracy and market economies in East Central Europe and the former Soviet Union—and to sustain the trends toward democracy emerging in Africa, Latin America, and other areas. We must forge new kinds of partnerships with Europe and Asia, and with the nations of the Western Hemisphere. We must work to reduce the economic gap between North and South. And there is a pressing need to build U.S. international competence by strengthening our foreign language facility, cultural literacy, and knowledge of the world marketplace.

As the next pages will describe, IIE has seen the world undergo tumultuous change during the past 75 years: from the post-World War I period, when hopes for peace were dashed by the growth of totalitarianism; through World War II and its aftermath, when the Cold War and threat of nuclear destruction defined both the context and terms of the international political agenda; to the new post-Cold War era in which we now find ourselves seeking to redefine relationships with former foes, deal with re-emerging ethnic rivalries and regional conflicts, and invent a new diplomatic language to guide us into the 21st century.

IIE believes that tremendous challenges—and opportunities—lie ahead, and that international education has a critical role to play in shaping our collective future for the better. As we look toward our next 75 years, the Institute stands ready to work with all who share its goal of building a more peaceful, prosperous, and secure world through international educational exchange.

Henry Kaufman, Chairman, IIE Board of Trustees
Richard M. Krasno, President and Chief Executive Officer

Shigekuni Kawamura, corporation president (Japan to U.S.) • **Garrick Utley,** television journalist (U.S. to Germany) • **Shirley Williams,** politician and scholar/writer (United Kingdom to U.S.) • **Andrew Brimmer,** economist and executive (U.S. to India) •

French exchange students, 1938

1919-1939

Tutorial at Oxford University, circa 1930

Distinguished IIE Alumni(ae)

- **Alberto Aldo Vitale**, corporation executive (Italy to U.S.)
- **Richard W. Lyman**, foundation executive/ university president (U.S. to United Kingdom)
- **Jorge Gallardo**, finance minister (Ecuador to U.S.)
- **Derek Bok**, university president (U.S. to France)
- **Emanuel Ax**, pianist (U.S. to Portugal)

The Beginning: Out of the Ashes of War

In 1919, as in 1994, the United States faced the task of shaping a new role in a changed world. American troops had hastened the end of a war that left Europe scarred with battlefields where, in the words of IIE founder Stephen Pierce Duggan, "there was not a sign of a living thing—man, beast, or bird." The United States emerged as a world power for the first time.

For most of a century, the U.S. attitude toward the world outside the Americas had been isolationist. This owed as much to geography as to policy. Americans saw themselves as sheltered from foreign entanglements by two vast oceans, with an immense land still to be tamed. Until World War I, most Europeans considered the United States an underdeveloped country.

To prepare Americans for their new leadership role, two scholars and a statesman envisioned an organization that would—through the international exchange of students and scholars—both strengthen international understanding and educate Americans for post-isolationist responsibilities. In the words of Nicholas Murray Butler, another IIE founder, "We must not slip back on our island."

The original idea was Duggan's. A political science professor and dean of the newly created College of Education at the College of the City of New York (CCNY), he had proposed a similar project in 1914 and had been turned down. In 1919, however, he was joined by Butler, president of Columbia University and a director of the Carnegie Endowment for International Peace, and Elihu Root, a former U.S. Secretary of State and the Carnegie Endowment's chairman. With a $30,000 grant from the Endowment, the Institute of International Education—better known as IIE—opened near Columbia University on February 1, 1919, with Duggan as director. He was to hold the post for 27 years.

War had not spared Europe's universities. Traveling in 1919 in search of lecturers for U.S. campuses, Duggan found that Europe not only needed all its surviving scholars but would welcome U.S. professors. He thereupon launched the first of many IIE-initiated partnerships between academia and philanthropy, recruiting U.S. professors to teach in Europe during their sabbaticals and obtaining Carnegie Endowment funding to pay travel costs. It was a prophetic start.

The Twenties: Building the Foundation

Prosperity and optimism were at a peak. Technology and creativity were changing the way people lived. U.S. expatriates launched an American literary renaissance—from Paris. The automobile, the radio, the movies, the airplane—all helped shrink the world.

U.S. students and professors, eager to explore the subject, formed International Relations Clubs on campuses across the country. IIE provided syllabi, bibliographies,

A Cultural Rescue Operation

"...it was a cultural rescue operation that in 1933 fused together the international idealism of Stephen Duggan, the energy of Ed Murrow, the good will of most Americans, and the practical self-interest of American colleges and universities in the Emergency Committee in Aid of Displaced German scholars."

—Alexander Kendrick, from *Prime Time: The Life of Edward R. Murrow* (1969)

Photo: The Bettmann Archive

Underwood and Underwood

IIE's three founders. In 1919, **Nicholas Murray Butler** (top) was president of Columbia University and a director of the Carnegie Endowment for International Peace. **Stephen Pierce Duggan** was a professor of political science and dean of the College of Education at the College of the City of New York. **Elihu Root** was a former Secretary of State and chairman of the Carnegie Endowment.

books and magazines, and, most notably, outstanding lecturers from other countries, among them historian Arnold Toynbee and anthropologist Bronislaw Malinowski.

While the world embraced U.S. popular culture, relatively few students and scholars from other countries came to U.S. universities to learn. To most European intellectuals, "American civilization" was an oxymoron. It was vital to Duggan's concept of mutual understanding to share U.S. culture and values, especially its emphasis on individual freedom. He believed that bringing foreign university students to share classes, dormitories, and ideas with U.S. students would be immeasurably beneficial to the world's future leadership.

A major IIE achievement on behalf of foreign students was the student visa. The Immigration Act of 1921 set national quotas. Many would-be international students were rejected if their nation's quota was full. Duggan persuaded the authorities to create nonimmigrant student visas, bypassing quotas.

In IIE's first decade, Duggan initiated the services that are still at its core: international exchanges of students, scholars, scientists, professionals, technical experts, and artists, as well as publications and information services.

The Thirties: Depression and Totalitarianism

The U.S. stock market crash of 1929 shattered Twenties optimism and triggered worldwide economic depression. Crushing unemployment created fertile soil for dictatorships. IIE profoundly enriched the quality and range of U.S. higher education by bringing hundreds of the best minds of Europe to U.S. campuses, saving them from Nazi persecution to contribute to U.S. cultural and intellectual life for decades.

When Hitler, in 1933, announced his intention to drive Jews out of academic and public life, Duggan and others formed the Emergency Committee in Aid of Displaced German Scholars, a name later expanded to Foreign Scholars

as the madness spread. Most of the committee's day-to-day work fell to IIE's new assistant director, 24-year-old Edward R. Murrow. His job was to find lectureships for refugee scholars without taking opportunities away from unemployed U.S. professors, who were, as Murrow biographer Joseph E. Persico put it, "almost as common as hod carriers."

The solution enriched all concerned. With grants from U.S. organizations, the committee was able to offer leading European scholars to U.S. universities at little or no cost to them. Among the 335 placed were Nobel Prize physicist James Franck; political scientist Hans Morgenthau; philosophers Martin Buber, Herbert Marcuse, and Jacques Maritain; and theologian Paul Tillich. In Murrow's words, "America was the big winner."

Murrow afterward called his association with the refugee scholars "the best education I ever had." While he left the IIE staff in 1935 to go on to world fame in broadcasting, he continued to help shape IIE as a trustee from 1934 until his death in 1965.

As Europe grew darker, Duggan worked to expand exchanges with Latin America. Touring South America in 1931, he found it deep in economic depression, its people bitter toward U.S. business interests. The Axis powers were intensively disseminating anti-U.S. propaganda and offering generous fellowships to Latin Americans for study in Germany and Italy.

To counter this, in 1935 Deputy Secretary of State Sumner Welles asked Duggan and Dr. Leo S. Rowe of the Pan American Union to draw up a plan for U.S.–Latin American cultural cooperation. Duggan's proposal for student and faculty exchanges formed the framework of the Convention for the Promotion of Inter-American Cultural Relations, authorizing cultural exchanges with all Latin America. This initiated a lasting partnership among IIE, the private sector, and the U.S. Government. By 1938, IIE had brought 153 students from Latin America to the United States.

In Europe, the outbreak of war in 1939 made educational exchanges impossible.

Arnold Toynbee. IIE brought the distinguished historian to the United States to lecture during the Twenties.

UPI Bettmann

Philosopher **Martin Buber** was one of the European refugee scholars IIE helped to place in U.S. university posts in the Thirties.

1940-1959

Foreign students at the University of Hawaii

U.S. students visiting landmarks in London as part of their orientation to England (undated)

President Dwight D. Eisenhower (left) with IIE president Kenneth Holland at IIE's 40th anniversary conference in 1959. The President said of IIE: "I can think of no finer work that you are doing for yourselves, your family, your nation—indeed, for civilization."

• **Hanna Holborn Gray,** university president (U.S. to United Kingdom) • **Ayekod Jacques N'Da,** government official (Ivory Coast to U.S.) • **Rita Abrams Hauser,** lawyer (U.S. to France) • **Kristin Ohm,** human rights advocate (Norway to U.S.) • **Ned Rorem,** composer/author (U.S. to France) •

The Forties: Destruction and Renewal

As World War II escalated and U.S. involvement seemed inevitable, the State Department was more than ever concerned about anti-U.S. propaganda in Latin America. IIE, asked to administer a greatly expanded exchange program, arranged scholarships for more than 1,000 Latin American students between 1941 and 1943. This helped undermine the Axis propaganda threat and also opened new doors for all Americans, North and South.

People-to-People Diplomacy

"Building friendships among nations through the exchange of individuals is not an idea of startling novelty, nor is it work that can be undertaken only through a single program of grand design. The very term 'people-to-people diplomacy' implies a healthy variety of programs—lots of them. . . . People-to-people diplomacy means thousands of part-time ambassadors, all working for better relationships among all peoples."

—President Dwight D. Eisenhower (1959)

Wartime brought U.S. campuses special concerns about international students and scholars. The State Department asked IIE's assistant director, Dr. Edgar J. Fisher, to chair a committee to explore the issues. This led to a series of national IIE conferences that resulted in the 1948 creation of the National Association of Foreign Student Advisers (NAFSA). By 1993, the renamed NAFSA: Association of International Educators had 7,200 members.

The war's end catapulted IIE into even greater prominence. Five years of war had created a fierce pent-up demand for education everywhere. Europe's universities were devastated, libraries and laboratories destroyed. In 1947, IIE arranged for more than 4,000 U.S. students to travel to Europe to study and work on reconstruction projects. The Norwegian Government, its universities closed by the Nazis, asked IIE to place Norwegian students in U.S. universities until they could rebuild. Unesco, the new United Nations Educational, Scientific, and Cultural Organization, asked IIE to help administer fellowships in science, communications, education, and the social sciences—a relationship that continues today.

In 1946, J. William Fulbright, freshman Senator from Arkansas and a former Rhodes Scholar, had an inspired idea for beating munitions into plowshares. He proposed that the sale of surplus U.S. wartime equipment be used to fund international educational exchanges between the United States and other countries. For help in getting the bill through Congress, he called on Kenneth Holland, a State Department educational and cultural affairs specialist who was soon to become the first U.S. permanent representative to Unesco. The legislation was passed and a global partnership was born with the aid of this scholar-diplomat.

Holland knew IIE from his days as an IIE fellow doing postgraduate research at the École des Hautes Études in Paris. After Fulbright's proposal became law, the next question was how to administer it. Holland recommended IIE, the largest and most experienced U.S. student-exchange agency, as uniquely qualified to administer the student portion of the program.

For outstanding students from across the United States and around the world—most of them destined for leadership in their fields—the Fulbright Program opened up world study opportunities on an unprecedented scale. Between 1946 and 1993, under IIE's administration, nearly 71,000 men and women from 167 other countries studied in the United States as Fulbright students (including Hubert H. Humphrey Fellows), while 27,000 U.S. Fulbrighters studied abroad.

Stephen Duggan retired in 1946. In his farewell message, he noted that the number of international students in U.S. universities had grown from an untabulated few in 1919 to more than 10,000 in 1939 and that IIE had administered programs aiding more than 5,000 scholarship students in that time.

His immediate successor was his son, Laurence Duggan, chief of the State Department's Latin American Division. During his presidency, the Fulbright Program took shape. To assure its nonpolitical character, a Board of Foreign Scholarships, made up of distinguished private citizens appointed by the

Photo: The Bettmann Archive

Stephen Duggan, Sr. One of IIE's founders in 1919, Duggan served as president until 1946.

Laurence Duggan. He succeeded his father, Stephen Duggan, Sr., as IIE president in 1946.

IIE President Kenneth Holland and **Senator J. William Fulbright.** Holland served as IIE's third president, from 1950 to 1973. IIE has assisted the U.S. Government in the administration of the graduate-level Fulbright Program since its inception in the Forties, and currently works with the U.S. Information Agency and binational Fulbright commissions worldwide.

U.S. President, was created to provide oversight. Today IIE carries out its Fulbright responsibilities in cooperation with, and under the guidance of, the U.S. Information Agency (USIA), with continuing oversight by the renamed J. William Fulbright Foreign Scholarship Board.

Illustrious Fulbright alumni are legion. The list of men and women assisted by IIE running across these pages—many of them Fulbrighters—tells only a small part of the story.

The Fifties: Cold War, New Nations

The atomic bomb, with its potential for global annihilation, focused hearts, minds, and appropriations on the need for international understanding as well as national defense. Governments, foundations, corporations, and universities turned to IIE to administer international exchanges.

Tragically, Laurence Duggan died unexpectedly in 1950. Kenneth Holland, his successor, was the dynamic, multilingual State Department veteran who had originally recommended IIE to administer the Fulbright student program. He joined IIE after serving as the first U.S. permanent representative to Unesco, and previously had headed the State Department's Office of Inter-American Affairs.

His tenure covered the years of the Institute's greatest growth. Under his leadership, IIE's budget grew from $1.2 million in 1951 to $20 million at his retirement in 1973. In the words of his successor, Wallace B. Edgerton, "The enormous extension of the range of IIE's activities can be credited to his vision of international education's pivotal global role."

Holland's vision reflected a postwar world in rapid transition. More IIE students came from Africa and Asia as their countries emerged from colonialism. In 1951, the Ford Foundation asked IIE to administer all Ford grants involving international education. Most provided advanced training for leaders and specialists from developing nations, to help build and strengthen their countries' nascent institutions. By the mid-1950s, IIE was providing services to Ford programs in developing countries in fields as varied as agricultural research, public health, teacher training, cottage industry development, and economic research. A 1952 Ford grant launched IIE offices in San Francisco, Denver, Chicago, Atlanta, and Houston to provide nationwide support for international students and professionals. By the end of the 1960s, IIE was administering 95 Ford Foundation projects in 40 countries.

Nationwide and Worldwide

Across the nation and around the world, IIE's regional and overseas offices serve students, international visitors, academics, artists, journalists, and the corporate community.

IIE's U.S. offices in Chicago, Denver, Houston, and San Francisco raise funds to support international scholarships for U.S. students, act as IIE liaison with regional colleges and universities, and work with schools, community organizations, and the business community to strengthen international understanding. They also welcome incoming IIE students, send them their stipend checks, monitor their progress, provide assistance in emergencies, and arrange seminars and home hospitality to enrich their U.S. experience.

IIE's overseas offices and information centers are as diverse as the regions they serve. IIE/Mexico City, with USIA support, serves both Mexico and Central America, providing information about U.S. colleges and universities to thousands annually, and works with Mexican, Canadian, and U.S. universities to develop trilateral exchanges. IIE/Budapest trains advisers throughout East Central Europe to meet the demand for information about U.S. study opportunities, makes Educational Testing Service (ETS) tests available throughout the region, and conducts an information exchange. IIE/Bangkok, serving Southeast Asia, administers USAID's East Asia Regional Training Project (EARTP), which arranges training to strengthen the economies of Thailand, Mongolia, Cambodia, and Burma; provides information about U.S. higher education; and administers ETS tests. IIE/Hong Kong serves Hong Kong and China with USIA support, providing information about U.S. study opportunities. The responsibilities of IIE's former office in Jakarta have been assumed by an Indonesian International Education Foundation.

IIE's newest overseas office will open in Moscow in 1994 and will serve Russia and the other Newly Independent States of the former Soviet Union. The office will support IIE projects working in the region in energy, environment, and financial management, and explore additional opportunities for IIE help in solving some of the critical human resource and training needs of the region.

Other IIE overseas offices administer in-country aspects of specific USAID projects. An IIE office in the Philippines serves the Philippines Rural Electrification Program, one in Egypt serves the Energy Manpower Development Project, and one in Sri Lanka serves USAID's Diversified Agriculture Research Project. In addition, an IIE representative in Mexico arranges training under the Mexico-U.S. Energy Training Partnership, and one in India serves the India Private Power Initiative Training Program, both as part of USAID's Energy Training Program.

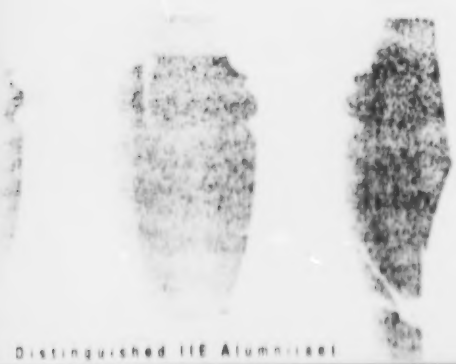
E. Michel Kruse, banking executive (Germany to U.S.) • **Philip Glass,** composer (U.S. to France) • **Derrick Chitala,** finance minister/legislator (Zambia to U.S.) • **Daniel P. Moynihan,** U.S. Senator (U.S. to United Kingdom)

IIE administered the U.S. schol... p...
Mariscal de Ayacucho in the Seve... [I...
sored project used oil wealth to ...

...coming IIE students from Africa to an ...-week program. IIE began working on institution-building and development assistance programs in the emerging nations of Africa, Asia, and Latin America during the Fifties. Education and training received support from the Ford Foundation and other major donors.

1960-1979

...Maurice T. Moore, chair of IIE's Board of Trustees, welcomes new IIE Trustee **Henry Cabot Lodge** to the board in 1961.



Distinguished IIE Alumni: ...

• **Stephen Greenblatt,** english professor (U.S. to United Kingdom) • **Marino de Medici,** foreign correspondent (Italy to U.S.) • **Van Cliburn,** pianist (U.S. to Russia) • **Tommy T. B. Koh,** ambassador (Singapore to U.S.) • **John Ashbery,** poet (U.S. to France) •

The Sixties: Struggle for Change

The 1960s erupted as the Decade of Rising Expectations. Developing countries struggled for self-determination. American women and African-Americans struggled for equal opportunities within the traditional white male establishment. The bitterly divisive Vietnam War fueled protest demonstrations on and off U.S. campuses. University students worldwide rebelled against tradition-bound curricula.

Kenneth Holland framed the challenge in these words:

"Earth-circling missiles thrust hourly into outer space, and every night two-thirds of the world's children go to bed hungry," he wrote in 1960. "Scientists converse by bouncing signals off the moon, and half the world's population remains illiterate. The wealth of nations is yet untapped, while the pressures of rising expectations are felt throughout the world. The long-range answer to fulfilling the basic needs of two-thirds of the people of the world is to train them to do the job for themselves."

Affordable jet travel made international study accessible to more people worldwide, and IIE expanded its information services to meet rising demand. The number of U.S. university sponsored study-abroad programs increased exponentially. IIE formed partnerships with academic leaders to establish standards for effective programs.

As the number of international students in the United States soared toward a record 146,000 by the end of the decade, IIE opened offices in Nairobi, Lima, Bangkok, Hong Kong, and Paris to provide accurate, unbiased information about U.S. study. U.S. colleges and universities joined IIE's Educational Associates program in increasing numbers, to combine their resources in shaping international study experiences.

A landmark of Kenneth Holland's tenure was construction of IIE's 12-story New York headquarters across from the United Nations. IIE moved into it in May 1964, a move made possible by generous contributions from more than 90 foundations, corporations, and individuals.

The arts flourished. Foundation programs brought to the United States members of the Moscow Art Theater as well as young artists in architecture, music, photography, painting, sculpture, literature, and industrial design from throughout the world. The State Department's International Music Competitions Program enabled young American musicians to compete—with notable success—in international competitions.

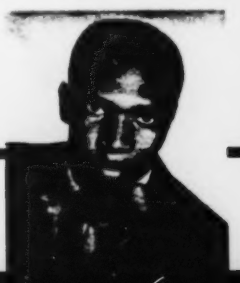
In a tumultuous period of change, rebellion, and soul-searching on university campuses worldwide, IIE's role as convener took on particular significance. Building on Kenneth Holland's Latin American expertise, IIE launched the Council on Higher Education in the American Republics (CHEAR) in 1957 with Carnegie Corporation support. International CHEAR conferences brought together university presidents and rectors from the United States and Latin America to explore policy issues. The program was later expanded to Asia, Europe, and Canada.

A Universal City of the Mind

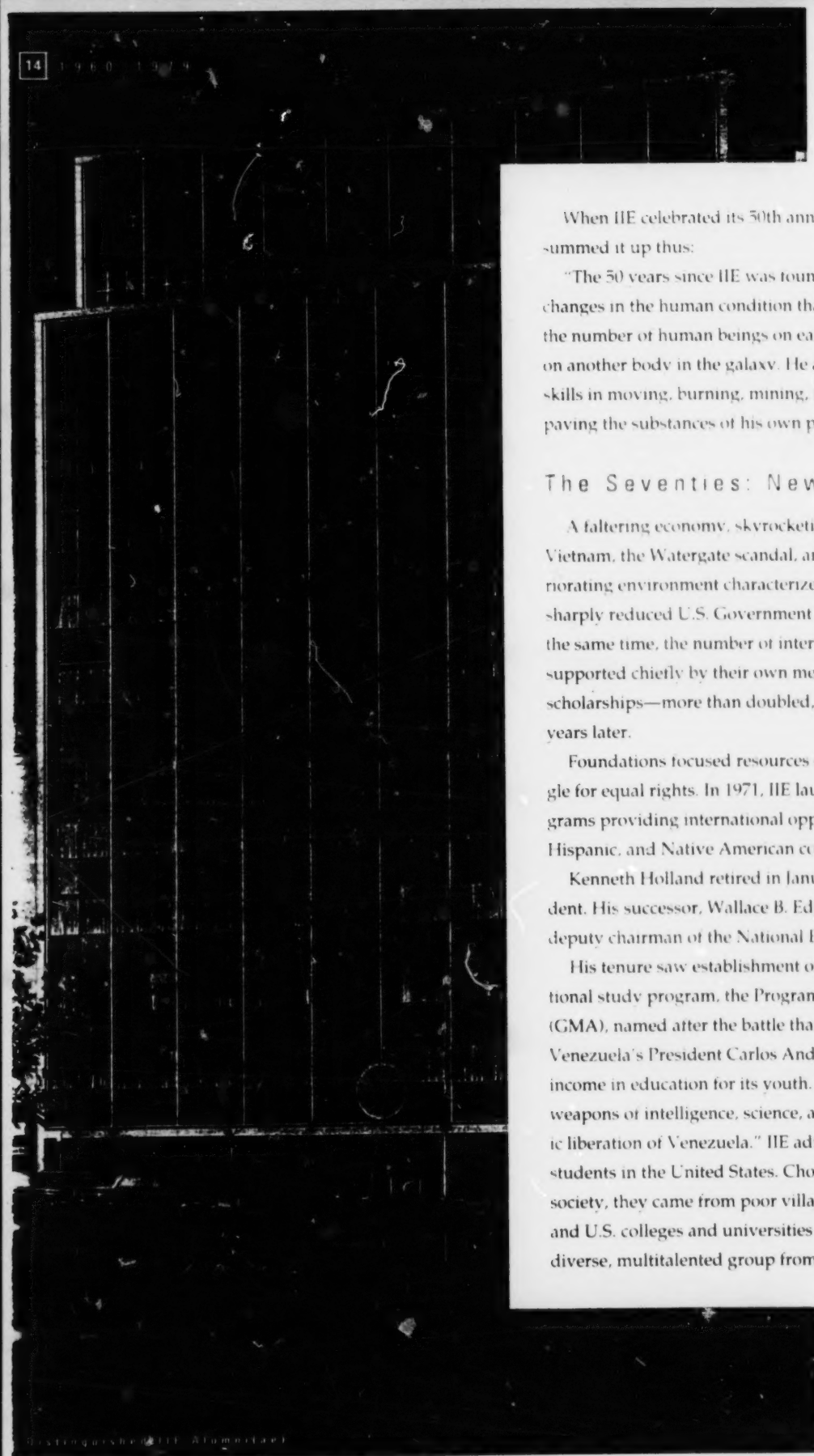
"... education is, of course, the process of acquiring knowledge and then communicating it, so that, generation by generation, a great deposit of shared understanding is accumulated, a universal city of the mind arises, brick by brick, insight by insight, discovery by discovery. And of that city we are all enfranchised citizens. It is a city and a citizenship the Institute has done much to enable and enhance."

—**Adlai Stevenson,** at the dedication of IIE's headquarters building (1964)

Photo: UPI Bettmann Newsphotos



Phakamile Ngaki, development banking specialist (South Africa to U.S.) • **Roger Rosenblatt,** essayist (U.S. to Ireland) • **Thor H. Vilhjalmsson,** supreme court president (Iceland to U.S.) • **Simon Estes,** bass baritone (U.S. to Russia)



When IIE celebrated its 50th anniversary in 1969, Kenneth Holland summed it up thus:

"The 50 years since IIE was founded in 1919 have seen more radical changes in the human condition than any other half-century in history . . . . the number of human beings on earth doubled . . . . man took his first step on another body in the galaxy. He also discovered that his newly perfected skills in moving, burning, mining, harnessing, damming, fractionating, and paving the substances of his own planet could, in the end, destroy him."

The Seventies: New Directions

A faltering economy, skyrocketing oil prices, the U.S. evacuation from Vietnam, the Watergate scandal, and increasing concern over Earth's deteriorating environment characterized a dispiriting decade. For IIE, it meant sharply reduced U.S. Government funding for educational exchange. At the same time, the number of international students in U.S. universities—supported chiefly by their own means and/or by college and university scholarships—more than doubled, from 144,708 in 1970/71 to 311,880 ten years later.

Foundations focused resources on U.S. cities, minorities, and the struggle for equal rights. In 1971, IIE launched several foundation-funded programs providing international opportunities for U.S. African-American, Hispanic, and Native American community leaders and artists.

Kenneth Holland retired in January 1973, after 23 years as IIE's president. His successor, Wallace B. Edgerton, came to IIE from the post of deputy chairman of the National Endowment for the Humanities.

His tenure saw establishment of the Seventies' most ambitious international study program, the Programa de Becas Gran Mariscal de Ayacucho (GMA), named after the battle that ensured Latin American independence. Venezuela's President Carlos Andres Perez invested Venezuela's oil income in education for its youth. "The New Ayacucho," he said, "with weapons of intelligence, science, and technology, will result in the economic liberation of Venezuela." IIE administered the program for 3,500 GMA students in the United States. Chosen from the whole range of Venezuelan society, they came from poor villages as well as selective prep schools. IIE and U.S. colleges and universities worked in partnership to serve this diverse, multitalented group from 1974 to 1978.

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IIE world headquarters circa 1966

Senator Hubert Humphrey and **Eleanor Roosevelt.** Mrs. Roosevelt spoke at IIE national conferences. IIE has administered the U.S. Government's memorial to the former Senator and Vice President of the United States, the Hubert H. Humphrey Fellowships, since they began in the late Seventies.

Wallace Edgerton, IIE's president from 1973 to 1983, was the initiator of the South African Education Program, among his many contributions to IIE.

IIE volunteer *par excellence* **Louise Woods** with foreign students **Jerome Yeatman** (France), left, and **Michael Will** (Germany). A legend among foreign students as a friend and hostess, in her will she established an IIE scholarship fund, and in her memory friends founded the Louise Woods Emergency Fund to help foreign students in emergencies. Today some 5,600 volunteers serve IIE—on advisory and selection committees, as professional resources in arranging programs, in outreach to schools, as hosts to students and distinguished visitors, and as organizers of educational, cultural, and fundraising events.

Spreading the Word

From the beginning, IIE publications have provided information about international education for students, scholars, practitioners, and policymakers. Today IIE's 19-title publications list includes *Vacation Study Abroad* and *Academic Year Abroad*, annual directories that together provide key information on nearly 4,000 study opportunities in 80 countries, as well as *Open Doors*, which for 40 years has provided the only complete statistical research on student flows between the United States and other countries. For the past 20 years *Open Doors* research has been supported by the U.S. Information Agency.

IIE-policy studies have also stimulated discussion—sometimes heated—about international education issues. First in the current series was the controversial *Absence of Decision* (1983), analyzing U.S. academic institutions' policies, or lack thereof, regarding international students. The latest is *International Investment in Human Capital*, a timely analysis of the impact of the end of the Cold War on approaches to international training.

Ceferino Sanchez, university rector (Panama to U.S.) • **Ada Louise Huxtable,** architect and critic (U.S. to Italy) • **Harrison Schmitt,** U.S. Senator and astronaut (U.S. to Mexico) • **Isamu Koike,** bank chairman (Japan to U.S.) •

President George Bush, IIE President Richard M. Krasno, and IIE Board of Trustees Chairman Henry Kaufman. In celebration of IIE's 70th anniversary in 1989, Dr. Kaufman presented a sculpture of an eagle and globe to President Bush in recognition of his contributions to international education, which date back to the 1950s when he and Mrs. Bush served as a host family for IIE's Southern Regional Office in Houston.

1980-1994

After many years of isolation, the People's Republic of China reopened educational relations with the United States. IIE's Guangzhou office, which operated from 1985 to 1989, helped Chinese students plan an effective U.S. university experience.

Archbishop Desmond Tutu chairs the Educational Opportunities Council, the South African organization that cooperates with IIE to bring hundreds of black South Africans to the United States for higher education.

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Distinguished IIE Alumni(ae)

- **Harold Robinson Bruno,** television journalist (U.S. to India)
- **Satyanarayana Dasari,** hydroelectric power executive (India to U.S.)
- **Garrick Ohlsson,** pianist (U.S. to Canada, Poland)
- **Sylvia B. Ortega,** university rector (Mexico to U.S.)

The Eighties: Global Interdependence

The Eighties brought the United States its longest economic boom ever, along with increased defense spending, a $3.2 trillion trade deficit, and a stock market crash. The Soviet Empire began to disintegrate, as General Secretary Gorbachev called for *glasnost* and *perestroika*—social and economic reform. Japan became the world's leading creditor nation. China began expanding its ties to the West and its move toward a market economy. Middle East tensions continued to erupt into bloodshed. Africa suffered drought and famine, as desertification, debt, and population growth took their toll.

Dr. Richard M. Krasno succeeded Wallace Edgerton as IIE's president in 1983. Prior to joining IIE, he had been U.S. Deputy Assistant Secretary of Education for International Education, coordinator of the Ford Foundation's international education activities, and Fulbright professor at the Universidad de Santiago, Spain.

An epochal change in the relationships among nations was in the making, and the shape of educational exchange was changing with it. Krasno pointed out in his 1984 Annual Report message, "international education . . . involves a diverse and growing array of institutional actors, including not only colleges and universities, but corporations, labor unions, government and international agencies, foundations, not-for-profit organizations, and community groups . . . . It is within this context that IIE carries out its mission, forging partnerships between the public and private sectors, mobilizing support for new undertakings, and implementing programs that require the cooperative participation of a wide range of individuals and institutions."

IIE opened offices in Indonesia, Zimbabwe, and China and developed new models to focus the U.S. educational experience on specific home-country needs. IIE programs increasingly included corporate internships, technical training, short courses, and other programs incorporating practical, on-the-job experience.

A particularly innovative model was the Hubert H. Humphrey Fellowship Program, which IIE administers for the U.S. Information Agency (USIA). Radically different from other Fulbright activities, it brings midcareer public-service professionals from developing countries to study at U.S. universities. Fellows combine interdisciplinary graduate-level course work and professional affiliations with U.S. organizations. Extensive networking with U.S. counterparts is a key element of the experience. A pilot group of 27 Fellows initiated the program in 1979/80; since then more than 1,700 men and women from 126 countries—now including Eastern Europe and the Newly Independent States—have participated.

As development strategy placed growing emphasis on education and training, IIE was chosen to administer major new programs for the U.S. Agency for

Living in a World of Diversity

"We live . . . in a world of diversity. The legitimate, realistic aim of international education is neither to convert nor indoctrinate, but rather to encourage empathy and understanding between cultures.

"The key idea is empathy—learning to see the world as others see it, to respect the right of other peoples to their own views of justice and reality, and to allow to the possibility that there is much for us to learn as well as to teach in our dealing with other societies. The rapprochement of peoples is only possible when differences of culture and outlook are respected and appreciated rather than feared and condemned, when the common bond of dignity is recognized as the essential bond for a peaceful world."

—J. William Fulbright
(1989)

Photo: Reuters/Bettmann Newsphotos

Michael Armacost, ambassador (U.S. to Germany) • **Renata Adler**, writer (U.S. to France) • **Arlindo Philippi**, environmentalist (Brazil to U.S.) • **Jessye Norman**, soprano (U.S. to Germany)

Chris Ironside

Architect **Jeffrey Beers** (United States, 1984) studied architecture in Brazil on an ITT International Fellowship

Anatholie Bazaubaria (Rwanda, 1992) and **Pavel Bem** (Czechoslovakia, 1992), both Humphrey fellows, at annual Humphrey workshop in Minnesota

Martha Jackson-Jarvis (United States, 1993), Lila Wallace-Reader's Digest Fund grantee. The arts, always important at IIE, became even more central to IIE's work when Arts International joined IIE in 1987

International Development (USAID). For the Zimbabwe Manpower Development Program (ZIMMAN), IIE arranged U.S. and third-country training for nearly 700 citizens of the new country. The Andean Peace Scholarship Program offered short-term training for community leaders among the rural poor, with special emphasis on women. Programs in the Caribbean and Panama worked to strengthen private-sector economies. USAID's Office of Energy chose IIE's Science and Technology Division to administer programs that to date have provided training to some 2,000 developing-country energy professionals.

USAID became a major sponsor of IIE's South African Education Program (SAEP), created by the Institute in 1979 with corporate and foundation support to prepare black South Africans for leadership in a post-apartheid future. By the end of 1993, the program had awarded full academic scholarships to more than 1,300 talented black South Africans. Alumni are already holding key private-sector positions in South Africa.

The ITT International Fellowship Program, for both U.S. and foreign nationals, was the largest bilateral exchange program ever sponsored by a corporation. Nearly 800 graduate students participated over 17 years. Corporations also called upon IIE to arrange U.S. training for key overseas employees and to administer scholarships for children of employees.

Nations in transition turned to IIE to speed economic restructuring. China used IIE services to train employees in fields ranging from food preservation to how to run a stock exchange. When cracks appeared in the Soviet bloc, IIE initiated a U.S.–U.S.S.R. Exchange Program enabling students from each country to study in the other's universities.

When Arts International joined IIE in 1987, it added a vibrant new array of IIE activities, including support for U.S. artists in international competitions, an innovative artist-in-residence program, and international arts conferences. The International Human Rights Internship Program also became part of IIE, using international training to strengthen staff of developing-country human rights organizations.

The USIA Fulbright Student Program, IIE's largest administrative responsibility, continued to flourish, though challenged by

level funding and high inflation. IIE worked to encourage U.S. colleges and universities to make generous contributions of scholarships and assistantships to help fill the gap.

By the end of the decade, literal and figurative walls were tumbling down in the former Communist bloc, putting an end to 45 years of Cold War.

The Nineties: From Mutual Understanding to Mutual Action

The collapse of the Soviet Empire was part of a global groundswell. Demand for democracy reverberated around the world. But in East Central Europe and the former Soviet Union, the breakup of the Soviet empire unleashed ancient ethnic and religious rivalries long suppressed by authoritarian rule. After the first exhilaration of popular rule wore off, new nations confronted shattered economies and environmental devastation. After 70 years of Communism, well-educated men and women lacked the means, knowledge, or experience to create democracies.

In partnership with corporations, foundations, and universities, IIE worked to help the former Communist countries develop the skills needed to build market economies and democratic institutions. In Czechoslovakia, IIE organized workshops for economics professors. U.S. and Canadian corporations and business schools, led by Joseph E. Seagram & Sons, Inc., chose IIE to administer the North American Consortium for Free Market Study, designed to give managers from East Central Europe both academic and practical understanding of how free markets work. USIA chose IIE to help administer the new Edmund S. Muskie Fellowship Program, launched in 1992 for young professionals from the former Soviet Union. To meet the demand for information about U.S. study and the requisite admission tests, USIA and ETS supported IIE's new East Central Europe office in Budapest, and IIE initiated an ECE Information Exchange.

Another challenge was to keep the United States economically competitive in a global marketplace. To assure that more outstanding U.S. students have international experience, the Fulbright program increased the number of grants for U.S. students. To broaden

Chris Thomson

Margaret Mohohlo (South Africa, 1992), a college nurse-educator at home, shares perspectives with staff of the women's Health Education Project in New York City as a participant in IIE's South African Education Program.

Chris Thomson

Fulbright fellow **Akira Takaoka** (Japan, 1992), a doctoral candidate in music theory at Columbia University, uses the computer both to analyze music and to compose it.

The Impact of Exchange Programs

"No one who has lived through the second half of the Twentieth Century could possibly be blind to the enormous impact of exchange programs on the future of countries. When I was a young man, I worked for Senator Fulbright. The scholarship program that carries his name literally, in my opinion, has changed the whole direction of policy in country after country. I'm going to do everything I can to see that there is a major, major increase in the number of broad-gauged exchanges."

—**President Bill Clinton**
(1993)

"International exchanges are not a great tide to sweep away all differences. But they will slowly wear away at the obstacles to peace as surely as water wears away a hard stone."

—**President George Bush**
(1989)

U.S. knowledge of world regions long sequestered behind an Iron Curtain, the State Department chose IIE to administer a program enabling young specialists to conduct research in East and Central Europe. USAID initiated the Free Market Development Advisers Program, sending U.S. MBA students to advise small and medium-sized private-sector companies in developing countries. The companies receive expertise; the advisers gain international experience.

Looking toward the twenty-first century, IIE is:

- administering a new U.S. National Security Education Program for undergraduates, to develop language and area expertise in regions where few young Americans now study
- opening an office in Moscow to provide training in energy management and financial planning in Russia and the Newly Independent States and to explore additional ways that IIE can assist with meeting critical needs in that region
- working with Mexican and Canadian educators to develop a North American "academic common market"
- bringing Vietnamese journalists to the United States to learn the workings of a free press
- embarking on a major new USAID regional training project for Cambodians, Laotians, Mongolians, Burmese, and other East Asians

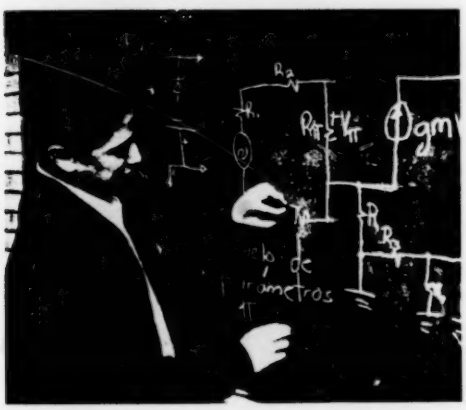
New IIE programs in energy, environmental preservation, market economics and democratic institutions, and regional cooperation will help to change the way nations solve their problems and resolve their differences at the dawn of the 21st century.

Distinguished IIE Alumni(ae)

• **Pedro Aspe,** finance minister (Mexico to U.S.) • **Norman Podhoretz,** editor/writer (U.S. to United Kingdom) • **George K. Kingoria,** university dean (Kenya to U.S.) • **Wolf Kahn,** painter (U.S. to Italy) •

Otto Thomson

Anthropologist **Carolyn Ann Behrman** (United States, 1990), used her Fulbright fellowship to explore the effects of cultural attitudes on women's work and women's status in Swaziland.



Richard Lord

Daniel Guttiere (Mexico, 1992), General Electric Scholarship Program grantee. IIE works with several dozen multinational corporations to meet their objectives through education and training programs.

North American Consortium for Free Market Study participants at the University of Illinois, 1991. Left to right: **Vladimir Frolov** (Russian), **Miroslav Rumler** (Czech), **Ildiko Hetgedus** (Hungarian), **Robert Sutkowski** (Polish).

New Horizons for U.S. Undergraduates

In late 1993, IIE was chosen to administer the new National Security Education Program (NSEP) for U.S. undergraduates. IIE will launch the first nationwide competition in 1994.

NSEP is designed to prepare Americans to meet the challenges of increasingly global interaction among nations. It will focus on languages and areas not now emphasized in U.S. study abroad programs. Its goal: to strengthen the international competence of U.S. citizens.

Niels Helveg Petersen, foreign affairs minister (Denmark to U.S.) • **John Lithgow,** actor (U.S. to United Kingdom) • **Leon Fleischer,** pianist (U.S. to Belgium) • **Ligia Bolivar,** human rights advocate (Venezuela to U.S.) • **Jack Levine,** painter (U.S. to Italy) •

Chris Thomson

Henry Kaufman, Chairman, IIE Board of Trustees

Chris Thomson

Richard M. Krasno, President and Chief Executive Officer

A Concluding Message from the Chairman and President on IIE's Mission

In the years ahead, IIE will focus its institutional energies on four key areas where we believe that international education has a critical role to play in securing a more peaceful and productive world. As we look toward the future, IIE will develop and implement programs and provide services that:

- Create and strengthen the human resources needed to build democratic, pluralistic societies and market economies

International study and training programs can generate the expertise needed to institutionalize democracy and build civil societies in emerging democracies around the world—and are thus an important component of our nation's efforts to enlarge the community of nations committed to core democratic values.

- Strengthen the international competence of U.S. citizens

By enabling U.S. citizens to live, study, or work abroad, educational exchanges foster both our "international literacy" and our economic competitiveness. They can help ensure that we are equipped to function in a world that is far more complex and interdependent than it has ever been—and that the United States continues to be an effective leader and a serious economic power.

- Foster mutual understanding

Facilitating the sharing of ideas, talent, and artistic inspiration in support of greater cross-cultural understanding remains one of IIE's fundamental goals. With the rapid pace of change and technological advances brought

Distinguished IIE Alumni(ae)

- **Masao Fujioka,** development bank chairman (Japan to U.S.)
- **Milton Glaser,** graphic artist (U.S. to Italy)
- **Ahmed A. Bakkali,** poet/novelist (Morocco to U.S.)
- **Arvin Brown,** theater director (U.S. to United Kingdom)
- **Jürgen Ruhfus,** ambassador (Germany to U.S.)

on by the "information revolution," there is even more reason to ensure that cultural context is understood, meaning explored, and the values that inform our actions appreciated. Clearly, the need for mutual understanding—between and within nations—is as important today as it was in 1919.

- Build global problem-solving capabilities

The post-Cold War era holds the potential, for perhaps the first time in history, for nations to recognize—and act upon—a mutuality of interests as they address shared problems ranging from the economic to the environmental. Through its programs of international education and training, IIE will work to help build the common knowledge base and the international partnerships needed to tackle these problems that no nation can solve alone.

•

Because resources are scarce, a key to IIE's efforts is our ability to work in close cooperation with corporations, foundations, colleges and universities, government agencies, and international organizations—mobilizing these diverse resources and ensuring that they are used wisely and efficiently. Forging cost-effective public/private-sector partnerships has always been a high priority for IIE, and will continue to be in the years ahead.

International study and training programs work quietly but steadily to accomplish their goals. They are a sound, solid, proven method of strengthening human resources and capabilities—and a long-term investment in the future. It is an investment that IIE believes we must continue to make if we are to build successfully on past accomplishments—and if the citizens of this world are to work together effectively to meet the formidable international challenges of the 21st century.

To You Who Made It Possible . . .

All that IIE has done in the past 75 years has been made possible by the vision and generosity of thousands of individuals and hundreds of organizations, foundations, and corporations. More than 5,600 volunteers across the United States and in our overseas offices contribute their special expertise as Trustees, on Regional Advisory Boards, on advisory and selection committees, in providing information and advice on international study, and as hosts to international visitors and students. On behalf of IIE staff, past and present, I wish to express our profound gratitude for these contributions, and our pledge that we will continue to use them wisely in meeting the challenges ahead.

Richard M. Krasno

Monroe E. Spaght, former Managing Director of Royal Dutch/Shell Group of Companies

As a private, not-for-profit organization, IIE is governed by a Board of Trustees made up of distinguished leaders in academia, industry, finance, and the arts. Until World War II, IIE also had a nationwide Advisory Council. Current Trustees and Life Trustees are listed on the inside front cover. Past Trustees and Advisory Council members have included:

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